



# MEADOWBROOK MIDDLE SCHOOL

2015 - 2019 School Education Plan  
May 2018  
Year Four



*At Meadowbrook School, we encourage an innovative and challenging environment, which assists learners in reaching their potential as positive citizens of the global community to enhance the quality of life.*

# MEADOWBROOK SCHOOL



## **MESSAGE FROM SCHOOL PRINCIPAL**

Meadowbrook School is a learning community committed to engaging students through meaningful, challenging experiences, thereby preparing all members for personal and collective success in our changing global community. Our school supports maximization of learning for all students in support of Rocky View Schools' vision to ensure students are literate and numerate and are building 21<sup>st</sup> Century competencies. We accomplish this by employing strategies that focus on building student-centered learning in flexible spaces with access to the necessary tools and targeted learning supports.

Meadowbrook School will support a continued focus on 21st Century learning to further prepare students for success in the future. For Meadowbrook School, this plan guides our journey as we continue to improve and provide an education that engages students in meaningful learning opportunities. Our staff will expand our implementation of Levelled Literacy Intervention in support of students who may require a “boost” in literacy to assist with reading and comprehension. Experiential Learning Week will allow deeper opportunities to explore career interests with a strong emphasis on authentic and hands-on experiential learning and will allow students to consistently and deeply work on 21<sup>st</sup> Century competencies.

Meadowbrook students arrive to school from diverse social and emotional backgrounds. Part of our work is in supporting students in preparing them to be in a safe mindset that is conducive to learning. To promote and support social-emotional learning and regulation for students, Meadowbrook School will implement MindUP with Grade 5 and 6 students.

Meadowbrook staff continues to look for ways to repurpose and redesign the Learning Commons space to allow for innovative and creative opportunities for students to make learning more relevant, personal and meaningful. The School Education Plan sets the direction for our learning community, which will allow us to facilitate lasting academic excellence and positive self-growth for our students.

**Sandy McDuffe,**  
**Principal**

## SCHOOL PROFILE

### School Name: Meadowbrook Middle School

Principal: Sandy McDuffe

Address: 1796 Meadowbrook Dr. SE

Phone: (403) 948-5656

Fax: (403) 948-5672

Email: meadowbk@rockyview.ab.ca

Website: <http://meadowbrook.rockyview.ab.ca>

### School Profile:

Grade Configuration: 5, 6, 7, 8 in addition to Grade 5 and 6 Airdrie Christian Program

Student Population: 263

No. of Teachers: 12

No. of Support Staff: 9

No. of Child Development Advisor (CDA): 1

Technology Assistant: .5

Library Technician: .6

### Unique Features of our school include:

- *Experiential Learning Week*
- *Technology Enhanced Learning*
- *Sensory Calming Room*
- *Heart Math Bio-Feedback Program*
- *Levelled Literacy Intervention Program*
- *Academic Learning Support (Power Up Your Learning)*
- *Food for Thought Breakfast Program*
- *Green Team – Recycling Program*
- *Student Leadership Team*
- *Personally Owned Devices (all are encouraged to bring)*
- *Band Program 6 – 8*
- *School Based Team Support*

### Quotes from Parent Advocates

*"My daughter has thoroughly enjoyed her week doing CSI [Crime Scene Investigation] during ELW [Experiential Learning Week]. Each night she has been happy to share her learning and experiences. She has proudly shared her duotang with me and even had me take the test (she was thrilled when she knew an answer I did not know). Thank you for all the time and effort that you put in to organize this week. My daughter will remember this week for years to come."*

~ Parent of a Grade 6 Student

*"I wanted to pass along my personal gratitude for the learning opportunity that ELW afforded my son last week. I found him to be highly engaged by the activities offered in the Fine Arts course he undertook, and heard quite a lot on a nightly basis regarding the techniques they were studying, and the pieces of art they were creating. We very much enjoyed having access to his online portfolio/Google site, where he documented his learning; this supplemented his verbal retelling of the day and he was eager to have us view the site and tell us about the pictures he placed on it. In addition, my son engages in a significant amount of drawing while at home and I can certainly perceive that there was an immediate impact on his personal sketches as he integrated and applied the new techniques he learned during ELW. I hope to see ELW return next year (and I know my son is hoping for the same)!"*

~ Parent of a Grade 7 Student



## RECENT ACHIEVEMENTS

### Student, Parent, and Community Engagement

Experiential Learning Week (ELW), offered for the second time this May 2018, provides opportunities for students to engage in high interest and authentic learning experiences. Through community support, students work alongside experts who come into our school, while other students venture out into Calgary, Airdrie and surrounding areas where they gain practical knowledge, skills and/or credentials. ELW allows students to thoroughly engage in their school experience, expand upon their interests, better prepare them for future learning, career interests, and/or skill acquisition in hands-on learning environments.

Meadowbrook School has a very high number of parent and community partners who contribute to making the week successful and engaging. In all, through 12 different ELW courses this year, we had 46 volunteers and/or speaker/presenters throughout the week. Feedback received from students on their ELW experience over the two years it has been offered has been overwhelmingly positive. It has become a time of great anticipation for both students and staff. It has deepened the inter-relational connections within our school by the nature of the cross-graded classes. It has also allowed our teachers to get to know students whom they do not regularly teach. Throughout the week, some Meadowbrook students gain exposure to high school life through visitations to our feeder high school where they work alongside older students and high school teaching staff. This is a positive transition strategy for our students.

### Literacy

The implementation of Levelled Literacy Intervention (LLI) to support learners who struggle with reading fluency, comprehension and writing was implemented with Grade 6 students. Teachers participated in learning how to assess students using a Vocabulary Word assessment and a divisional Reading Comprehension Benchmark assessment. The Vocabulary Word assessment was used to identify students who may most benefit from LLI. Six of our teachers, which translates to 43% of our teaching staff, participated in a LLI training workshop. We expect to expand LLI implementation to also include Grade 5 and 7 students in the coming year.

### Health and Wellness

Mental and physical well-being of students continues to be a priority at Meadowbrook School. A highlight for both students and staff was to have Bear, our Therapy Dog, attend the school on regular basis (two times/week). He supported students (and staff) in soothing their anxiety, stress, and emotions and he was a welcoming and friendly face for all who entered the school. He was a much-loved addition to the school.

Our students' physical well-being continues to be supported by our Breakfast program and our attention to body breaks, as well as accommodations for learning that allows students to be physically active. Our successful Breakfast Program and snack availability for all students throughout the day continues to provide quality nutrition to fuel learning. Drawing on two sources of funding, the Breakfast Program is accessed by an average of 30 students daily.

Regulation of anxiety and sensory overload is another area of programming at Meadowbrook School. Tools such as the Sensory/Calming Room and HeartMath program, which uses biofeedback, are utilized on a consistent basis with students targeted at the Tier 2 and 3 levels. Our Child Development Advisor continues to provide support for students and parents, and serves as a liaison with community programs that support the health and wellness of students.



## **PRIORITY AREAS OF FOCUS**

### **Learners are Literate**

Meadowbrook staff will identify and work with more students within the Levelled Literacy Intervention. Our Grade 5 teachers are trained and they will begin their LLI work early in the school year. We look to broaden the scope from only Grade 6 students to also include students in Grade 5 and 7.

The assistant principal will work to mentor teachers in Grade 5 and 6 with Writer's Workshop. As a proven resource that is highly recommended by the division, our teachers will work to incorporate the use of this resource in their teaching. Teachers will access training and this will be supported by the school when it becomes available through RVSP.

Teachers will explore practices and structural parameters of integrating reading strategies and increase reading time exposure to students across the content areas.

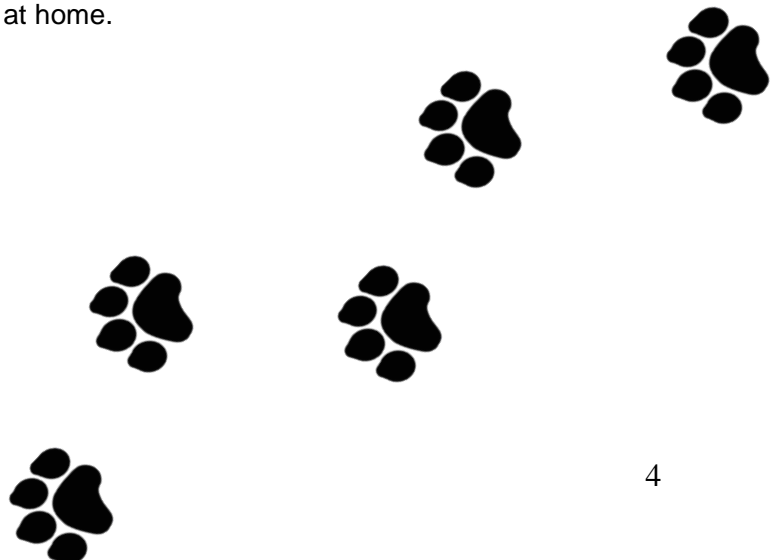
### **Learners take Ownership of their Learning**

Students will utilize myBlueprint - All About Me (K-6) as a visual, student-driven, self-reflective, digital portfolio for safekeeping of artifacts and to be used to share their learning with others. MyBlueprint – All About Me will be developed as a tool for communicating growth and it will act as a repository for exemplars of activities that reflect 21<sup>st</sup> Century learning, as well as for artifacts of learning from across the curriculum. It will become the tool that guides students during student-led conferences and will be a key tool in ongoing communication with parents. Teachers will develop their understanding of the technical application of this tool and then, by the end of the year, use it with their students at the Grade 5 and 6 levels.

### **Learners feel Well, Safe, Valued, and Respected**

Creating and maintaining a safe and caring learning environment continues to be a focus for our school. Many students struggle with mental health challenges such as anxiety, the ability to attend to learning tasks, and depression. We recognize the importance of supporting our students in developing the skills and strategies necessary for dealing with conflict and stress in a positive and healthy way. Through the facilitated intervention support of Life Synergy for Youth (Dwayne Peace), we will be better able to guide our staff, students and parents in using common language and strategies to support positive behaviour and enhanced relationships at school. The school will look to have Life Synergy for Youth work with our students and staff through a Grade 7 and 8 assembly and through small group work.

Meadowbrook participated in MindUP training in the 2017-18 school year. MindUP will be practiced at the Grade 5 and 6 level in the 2018-19 year. MindUP is intended to help students develop social and emotional skills, help to create a positive learning environment in schools and classrooms, and helps reduce stress and improves relationships at home.





## GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort).</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate.</li> <li>▪ (RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of Word Vocabulary Test for all students to establish readiness for Levelled Literacy Intervention (LLI).</li> <li>▪ Expand implementation of LLI to Grade 5 and 7 from Grades 6, where appropriate.</li> <li>▪ Explore school-wide interventions and enrichment practices for literacy and numeracy (eg) explore and research benefits of time set aside in homerooms or core classes for reading and/or numeracy.</li> <li>▪ Use Group Math Assessment and Diagnostic Evaluation (GMADE) for every student in the fall to establish baseline data and then again in the Spring to assess overall progress using a common assessment.</li> <li>▪ Continue using technological based programs to further facilitate growth in reading skills and numeracy (e.g. Read Theory, Mathletics, Read, Write for Google, RAZ Kids, Get Epic, Quizlet, Kahoot, Newsella, etc).</li> <li>▪ Select staff lead on Numeracy to attend RVS training and opportunities as they arise through the divisional Numeracy Lead Team.</li> <li>▪ Continue to work on embedding literacy strategies across the curriculum.</li> <li>▪ Teachers will attend literacy workshops, as offered by the division and share their learning.</li> <li>▪ Teachers may make request to administration for collaboration time to plan consistent with school goals.</li> <li>▪ Core classes aligned for split groups (Humanities 8 for 2018-19 year).</li> </ul>
Learners build 21 <sup>st</sup> C competencies (skills and knowledge).	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21<sup>st</sup> C competencies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff will begin learning how to use and implement myBlueprint for Grades 5 and 6.</li> <li>▪ Teachers will focus on building 21C competencies within their learning design and report on different competencies per term.</li> <li>▪ Implement CTF curriculum through ELW</li> <li>▪ Access enhanced learning opportunities that incorporate 21C Competencies (Hour of Code, Field trips).</li> </ul>
Learners take ownership of their learning.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning.</li> <li>▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ PowerSchool student portal – student monitoring completed assignments, feedback and grades. Regular checks as directed by teacher.</li> <li>▪ Staff will look to find ways to support students with organization and time management.</li> <li>▪ Implementation of myBlueprint and student reflections on activities and experiences identified in myBlueprint portfolio for Grade 5 and 6.</li> <li>▪ Engage learners through authentic learning tasks – ELW.</li> </ul>

## GOAL: LEARNERS ARE ENGAGED.

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices.</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning.</li> <li>▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Build upon Students' Council/ Leadership.</li> <li>▪ Use Experiential Learning Week (ELW) to provide real-world, hands-on experiences to increase levels of engagement in school</li> <li>▪ Explore ways to transfer ELW experiences to regular class.</li> </ul>
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> <li>• (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</li> <li>• (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness.</li> <li>• (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expand teacher repertoire in Tier 1 level of intervention in an inclusive model – Learning Support Teacher as Coach.</li> <li>▪ Continue re-visioning our Learning Commons space to enhance and enrich our students' experiences and learning.</li> <li>▪ Expand CTF course areas eg) Foods Term 2 and Foods 3 to be more specific to a particular type of food preparation - baking, soups and appetizers, meats, etc.</li> </ul>
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> <li>▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for parents to attend recognition assemblies through personal invitation.</li> <li>▪ Meaningful parental and community involvement through opportunities for classroom support, field trip supervision, ELW, school council, special events, sitting on school committees, planning events and activities, fundraising, supporting performances, attending workshops and speakers, sharing expertise with students to support curricular outcomes, community and parents coaching support, completing satisfaction surveys and maintaining an open-door policy.</li> <li>▪ Explore presentations in Seniors homes and/or invite seniors for performances.</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

## GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Publish a Positive Behaviour Intervention and Support Plan (PBIS).</li> <li>▪ Grade wide focused conversations around student perspectives of their school experience.</li> <li>▪ Celebrate success, achievement, work ethic, and citizenship, with school wide recognition.</li> <li>▪ Student Leadership group – provide opportunities to lead - announcements, school spirit activities, food drives, etc.</li> <li>▪ Use HeartMath (biofeedback) tools and resources to help students self-regulate and manage anxiety.</li> <li>▪ Dwayne Peace – Life Synergy for Youth assembly and small group sessions.</li> <li>▪ Staff trained in MindUp and implementation at the Grade 5 level.</li> <li>▪ Increase staff awareness and understanding of Diverse Sexual Orientations, Gender Identities and Gender Expression.</li> </ul>
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.</li> <li>▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs.</li> <li>▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assistive Technologies – read/write for Google (RWG), audio versions of text. Encouraging ALL students to access (RWG).</li> <li>▪ Wide spread use of Google Classroom by teachers</li> <li>▪ Power Up Your Learning Option and French Pull-Out – look at ways to enhance this class and to better connect it to classroom support.</li> <li>▪ School-Based Team (SBT) as a support for students.</li> </ul>
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ 3-way and student-led conferences as one method of communicating student learning and progress.</li> <li>▪ ELW student course interest survey and choice in course selection.</li> <li>▪ Administration of student reflection surveys post-ELW to determine student and parental perceptions of appropriate use of instructional time.</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure



## PROFESSIONAL LEARNING INQUIRY

**Goal:**

RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.

**RVS Essential Question:**

*In the pursuit of best serving students’ learning needs, how might the school help staff become self-directed, lifelong learners?*

**School Based Essential Question:**

*How can professional learning in the areas of literacy, numeracy, and wellness positively impact student engagement and success?*

## SCHOOL BUNDLE ROLL-OUT

**SchoolBundle Roll-out**

	<i>Date</i>	<i>Persons Responsible</i>	<i>Substitute Required</i>
Administrator Debriefing	▪ <i>April 29, 2019</i>		
Public Website Development	▪ <i>May 6, 7, 2019</i>	▪ <i>James Vent/Nadine McEwing</i>	▪ <i>No sub required</i>
SGF Centralization and Ecommerce Development	▪ <i>May 1, 2, 2019</i>	▪ <i>Nadine McEwing</i>	
Staff Web Portal Introduction	▪ <i>May 22, 2019</i>	▪ <i>Staff Meeting Time</i>	
Onsite Support	▪ <i>May 30, 2019</i>	▪ <i>4</i>	



## BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	\$1,535,097	\$1,423,739	\$1,520,878
Support Staff	\$611,486	\$445,704	\$398,603
Services & Supplies	\$60,784	\$53,988	\$95,863
Other	\$0	\$0	\$0
Contingency	\$0	\$2200	\$3000
Enrollment	301	259	275
<b>TOTAL EXPENDITURES</b>	<b>\$2,207,367</b>	<b>\$1,923,431</b>	<b>\$2,018,344</b>

**2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM**

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
<b>School Staff</b>	<input checked="" type="checkbox"/>	March 14, 2018; May 18, 2018
<b>School Council</b>	<input checked="" type="checkbox"/>	April 11, 2018; May 9, 2018

I, Sandy McDuffe, certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



\_\_\_\_\_  
 Sandy McDuffe  
**Principal Signature**

**May 23, 2018**



\_\_\_\_\_  
 Dan McEwing  
**School Council Chair Signature**

**May 23, 2018**  
**Date**

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.



\_\_\_\_\_  
 \_\_\_\_\_  
**Superintendent of Schools**

**Date**